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ABSTRACT

The author describes the history and current conditions at a British progressive school and presents case studies of two learning disabled adolescents who have benefitted from the school. It is explained that the school program offers small group instruction based on individual needs. (CL)

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THE LEARNING DISABLED CHILD

IN THE BRITISH PROGRESSIVE SCHOOL SETTING

Presented at
The International Federation of Learning Disabilities
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The natural curiosity of the child is the mainstay upon which the progressive school movement is founds. Children want to know, children want to understand, children seek to learn; it is said that the child who is not discouraged from learning prefers the ~~course~~ course of knowledge to the many ~~courses~~ courses of a dinner. In fact the child's greatest hunger is to understand and master his world.

The British Progressive Schools which opened towards the end of the nineteenth century intended to feed the child's natural hunger. In a sense the schools formed a logical extension into the twentieth century of the Humanist philosophy which had been growing and expanding across Europe ever since the Protestant Reformation and the Renaissance. The statements of Luther, for example, called for the individualization of education, universal education - albeit ~~his~~ The intended goal was that more people and people of all classes should be able to read the Scriptures.

Even earlier the Italian humanist Aenea Silvio (1405 - 1464), who became Pope Pius II, came to see education as a means of self-development and mastery over the tasks of earthly life. Education came to mean becoming the kind of gentleman who can take his destiny in his own hands. (Previously only religious education and preparation for the life beyond existed.)

In the Jewish tradition Talmudic scholars of that time were saying "Let the torah be a tree of knowledge to him who walks in its way." This might be interpreted as allowing each individual to find his own wisdom and conviction as he sees fit.

The slow revolution in humankind's thinking about thinking and learning continued around the world, through cultures and over time. The advent of the scientific reasoning observation and experimentation such as that which found Galileo locked in prison, brought with it doubt of the religious dominated revelations

of knowledge. Through dint of hard work, the authority of tradition was broken through and humankind moved further towards individualism and self-determination.

Bacon (1561 - 1626) in Novum Organum, (a series of aphorisms on the interpretation of nature and the empire of man,) stated in criticism of the system of the time that "logic rather assists in confirming and rendering inveterate the errors founded on vulgar notions, than in searching after truth; and is therefore more hurtful than truthful." The same might be said today in regard to over systematized and sometime Teleological research. So, Thinking and reasoning became an essential part of the young gentleman's training. Enthusiasm for self-development and individual discovery of new facts or relationships between considered causes and effects took on greater value.

Philosophies, though - all philosophies ultimately suffer through their own assertions and assumptions. The written word is somehow always inadequate to the job of expressing thoughts and feelings as they were first thought and felt. Thoughts that offer a considered reflection on current conditions are often taken over by fanatics and made into dogma where they are not meant to be.

John Dewey in the United States, Froebel and Pestalozzi in Europe, and later Neill and others, crystalized for modern times the individualism and growing self-actualization growing in systems of educational practice include for young children.

~~So these~~ Thoughts that had always been with some became the property of a larger community. The progressive school movement flowered across both the European and American continents, was interpreted, reinterpreted and misinterpreted over the years.

Elspeth Raymond-Cox (10)

KAS

The King Alfred School Society was founded in 1897, a year before the school was opened. Its purpose was to open a school based upon principles now widely recognised but at that time rarely employed except in extreme cases for young children. The most important of these ideas were, and still are, co-education, belief in the educational value of personal liberty, and no compulsory religious education.

In 1897 it was not considered important for girls to be educated, and of those that were, very few went to schools with boys. Even now there is still a great number of segregated schools, although co-ed schools have so many advantages. The main one is that one grows up accepting naturally relationships between boys and girls. With co-education non-academic subjects like woodwork, needlework, craft and games can be taught to both sexes instead of the traditional system of girls learning cooking and needlework and boys learning woodwork.

KAS believes that a well-rounded education and self-discipline are not achieved by relying on punishment and rewards such as marks and prizes, but on interesting the pupils in the work and the running of the school. A great emphasis has always been placed on self-discipline. Trusting the pupils from a very early age and helping them to make their own decisions, means that by the time they reach the age of twelve or thirteen they are ready for more difficult and important work and thay they are usually more responsible than children at other schools who have been driven hard since the age of five or six.

The main principles have remained the stem of the school's ideas, but even so KAS has changed a great deal over the past seventy-five years. When the school first started, work was done only in the mornings. In the afternoons there used to be games, bookbinding, basketry and various other activities. (I did printing, estate work, weaving, country dancing, lettering, gardening and keeping the cricket score! Ed) When exams became more important, choices as we know them now were relegated to a couple of lessons a week.

For a long time KAS was the only school that had a council. Now many schools have one but ours is failing: it is rare now to find more than thirty people present, except when the most controversial issues are discussed. This is because many people think that council is restricted by its rigid constitution, but perhaps there is still hope for its future if its basis is changed to suit the present KAS.

At one time the fee was £38: 13 shillings and 4 pence per term for the sixth form; now it is nearly triple that for the nursery. As the result of financial pressures the school had to expand, and this is a pity, for when the school was small it was easier to know more people well from different parts of the school; now people are less aware of the whole community. I would like very much to see more people from different races and backgrounds coming to KAS. It would be a very good thing if KAS were constantly to question its policies: should so much value be placed on exams? Should the school try to cut down its size? Should more camps and trips be held?

Although it has changed a lot I still think it is one of the nicest schools I know of. It is one of the only schools I know where you call the teachers by their first names; I think this is important because it makes a friendly and informal atmosphere. I feel that KAS is an especially good school for those people who go right through to the sixth form, because it relies on a teaching plan which helps one to accept responsibility and become 'a worthwhile member of a community'.

Marion Aronsohn (15)

The King Alfred School is one of the survivors of the 1890's wave of progressive schooling. It is an urban school, situated in North London. The school is, as it was then, privately supported by fees and contributions. The faculty is hired at the discretion of the Head, who takes into account an applicant's personality, experience, values, philosophy and suitability to the community. Academic training in subject matter is desirable, but not necessary. Formal teacher-training is not a requirement. At the school's start, parents did most of the teaching and full-time teachers were independently wealthy people, or at least were not salaried by the school.

Children at the school are drawn from the local area. Most of the children come from financially well-off families, as the school fees (while among the lowest in the city) are well beyond the reach of the average London family. Several children at the school are state-funded and there is a small amount of money available for partial fee-subsidies.

Most children at King Alfred's enter at age four or at age eleven. Those who enter at four come because of the philosophical leaning of their parents, family tradition, false pretentions to appropriate philosophical leanings, the name and prestige of the school. Those whose parents discover that K.A.S. is not what they want to have happen to their child are soon withdrawn. Those whose parents are pleased with the atmosphere and activities of the lower end of the school begin to become King Alfredians.

They dance and cook and climb and run and laugh and cry and soon begin to read and illustrate their own stories. They take trips to the zoo and the top museum and the duck pond in the park and sometimes come across the field to see what the older children are doing.

After several years of this type of exploration children move to the slightly more formal lower and then upper family groups. In the lower family groups seven to nine year olds work individually and in groups furthering their reading, writing and mathematical development. The upper family groups consist of 9 - 11 year olds. It is hoped that within the groups each child is seen as outstanding for some particular skill or aspect of his or her personality and thus is in some regard a group leader. Each member of the group should be having satisfying and productive experiences of both learning and teaching each day. Along with continuing growth in self-confidence each child should be asking for and be able to accept information and ideas that might help them to direct their thoughts and express their ideas more effectively within the community.

At age eleven, children who have "come up" through the Lower School "cross the field" to the Middle and Upper Schools. Here they meet the new children who have been admitted at age eleven. Children who enter K.A.S. at age eleven, differ somewhat as a population from those who came at age four or during their lower school years. At least half of the new eleven year olds come because they have failed in some other type of school; they see themselves as failures either academically or socially or both. Often their parents see them as failures too; these children come to K.A.S. as a last resort school, or as a hope. Their parents have despaired of their child's ability to learn successfully within the regular school Some children who come at eleven have rebelled, forcefully or quietly, against the education they had been receiving. They have their parents to bring them to K.A.S, as ~~the~~ only one of a number of local school where they can be happily treated as a valid person.

Others come clearly because they and/or their parents believe in the philosophy they see set before them and are now able to pay for the type of education of which they wish to partake.

In the middle School, each form of 40 children is divided into two parallel and un-streamed groups of 20 children, generally 10 boys and 10 girls. Each group is timetabled through the traditional school subjects for British children of their age - English, French, Maths., Social Studies, Geography, Art, Physical Education and the Sciences. Their school day is divided into eight 35 to 40-minute classes; there is a 35 minute break midmorning and an hour break for lunch. So the architecture of their daily living at school is, in fact, very highly structured. Within each subject, some choice is available; the subject teacher at A.A.S. is free to teach both the subject matter and the style or method of his or her choice. The child is free to learn or not to learn that subject matter, and to accommodate or not to the style presented.

In the Upper School (ages 14 - 18), the learner elects to take courses from the range given with an aim towards passing examinations in the subjects studied. Courses can be taken for pleasure, as examination remains voluntary.

Social aspects of the school which help to give it its own special atmosphere begin with the calling of teachers by their first names and probably end with direct and vehement confrontations of personality, beliefs and authority or power. (Power, on the one hand, is defined as control with no rational basis, whereas genuine authority is natural and comprehensible.) The School Council or Children's Council serves as a forum for communication amongst staff and students about all aspects of the school. Recent council motions have included (1) that attendance at all lessons

become voluntary, (2) that children over the age of sixteen be permitted to smoke cigarettes, as staff over the age of sixteen are so privileged, (3) that all money raising at school be in aid of specified charities, (4) that Council be abolished because of lack of interest in Council.

A study of the development of moral judgement among the children at King Alfred is showing this aspect of learning to be different from that found among the mainstream of children in the age ranges selected for the study. The Piagetian profile of moral development does not fit the behaviour of the King Alfredian child. As this information comes from the soon to be completed doctoral thesis of Mr. Glenn Liebman, specifics of how the K.A.S. children differ from the other schoolchildren in the study and a statement of comparison of the varying groups' attitudes and actions as adults is as yet unavailable.

Does K.A.S. work?

What was progressive and avant-garde in 1897 is not necessarily so in 1975. On the other hand what was healthy, happy and fruitful in 1897 is not necessarily bad in 1975. The ideas on which K.A.S. was founded that, first of all, personal liberty be respected and accepted as a value in education, that boys and girls be educated together and that there be no compulsory religious education still seem to me to be valid and valuable precepts of a twentieth century educational setting.

One of the ways in which K.A.S. has fallen down, in my opinion, is in accepting its values as rigid and complete. Change and accommodation to the outside and ongoing world appear slowly and painfully. K.A.S. has become ~~a static~~ something of a symbol, a time piece of the progressive movement.

The school population has nearly doubled in size during the past four or five years. Class and group sizes have increased. Equipment

has remained static - old, often not working, and not enough of anything. National examinations have been brought in for the older children, as a measure of themselves against their peers at other schools and as a means of gaining entrance to institutes of further education and university. There is less and less time for non-academic subjects such as woodwork, dance, pottery and gardening and non-examination linked programmes such as calligraphy, magazine publication, hospital volunteer work and camping.

~~The~~ A great sin of K.A.S., and I am speaking of the school where I work and live five days a week through my own choice, is the misuse of scheduling and timetabling. By dividing the day into bits, the unity of growth and knowledge is largely destroyed. School becomes subjects to do well at or to sleep through and education and learning become something you do with your friends during a break or over a weekend. Quoting John Dewey again "Children acquire great dexterity in exhibiting in conventional and expected ways the <u>form</u> of attention to school work while reserving the inner play of their own thoughts, images and emotions for subjects that are more important to them, but quite irrelevart."

Teachers are compelled to work directly with the children from 9 to 4 each day, seldom if ever having a block of preparation time. The 35 minute limit to a presentation, thought, discussion or meander is, obviously, a great handicap to the teacher and to developing a solid learning relationship. (In all fairness, I must say, that more classes this year have been timetabled for double or even triple periods than were the year previous to this one).

Council is rather ineffectual. As it is not timetabled into the week, children must agree to go to council during what would otherwise

be an outside break. Many interested members of the community find it just too difficult to give up an half-hour of football for a council meeting. If the school community as a whole sees council now as not as important as the academic-examination subjects, how do the younger members of the community come to see council as a valuable experience of which to partake?

A most positive feature of K.A.S. is the right and opportunity presented to question - to question staff, self, subject matter and questioning. Leaving K.A.S. each year is a small and sturdy band of questioners, seekers, young adults who can and generally do succeed in coping with today's society being happy and making positive and individual contributions to the larger community of humankind.

Another very positive feature of K.A.S. is the recognition that, just as everyone cannot fit into the same size shoe, not every child can learn in the same way. There has always, it appears, been a quiet recognition of learning abilities and disabilities at K.A.S. Particularly, in the Lower School, but also in the Middle and Upper School, children who appeared to be unable to learn academically were accepted as valid individuals and given recognition and praise in the areas of their successes, be that games, drama, carpentry, music or whatever. These children were given time to develop efficacy in the usual academic precursors of reading, writing and organized thought; somehow they never did. The child with genuine Learning Disabilities succeeds as poorly in this more relaxed environment as does his counterpart in the traditional school. He does not come to use learning skills of his own accord through desire and opportunity; he cannot satisfy his own thirst for self-sufficiency at school.

Now that I have given you perhaps a more detailed sketch than you might have wished of some thoughts leading up to the progressive education movement and an outline of the particular and real school within the

traditional progressive framework in which I teach, I will attempt to describe the Learning Disabled child in this setting, his or her similarities to and differences from other Learning Disabled children and his or her needs and progress within the school.

Learning Disabled children at K.A.S. are generally happier than their counterparts whom I have seen in Britain and in the United States. They have opportunities to succeed and they do succeed as people more regularly than do the children in more classical schools. As there is a lower value placed on academic success by the school as a whole, the child is not compelled to see himself as a total failure as a consequence of some academic failure. There is more respect for the whole person in this environment, maintained even in the growing specialization of studies presented in the middle and upper schools. Acknowledgement is given for all contributions to the group effort or project; those who read, read, those who draw, draw. Others build models, interview outsiders or voice their opinions. Verbal intelligence and expression are highly valued. The children do not feel a pressure to produce heaps of written work for the sake of work. They know and respect that the teacher is interested in their own personal growth and their growth in relation to the body of knowledge at hand. Of course there are children who interpret a lack of external pressure as an invitation to do no work of a thinking/learning nature at all; generally these are children who have come to K.A.S. from rather more pressurized environments.

The percentage of Learning Disabled children at K.A.S. is slightly higher than would be expected in the neighbourhood or local school in Britain. This is so for several reasons. First of all, the average intelligence level (as measured by Binet, W.I.S.C. and other standard

tests) is slightly higher than that found in the neighbourhood school; so, the population is skewed away from the slow learner and the child of limited intellectual faculties. Then there are very few culturally deprived or socially disadvantaged children at K.A.S.; this lowers the percentage of children who might suffer educationally as a result of lack of or poor early exposure to language and learning tasks. Also newcomers to K.A.S. at age eleven often come because of some difficulty that has not been dealt with in the traditional school; these difficulties are either of a learning or emotional nature, or some combination of the two. So the population is skewed to middle class children of average or above average intelligence who fall into one of three groups:-

1. learns appropriately for age and intelligence and is happy most of the time, contributes to the community,
2. does not learn appropriately for age and intelligence and/or is unhappy with self because of emotional difficulties,
3. does not learn appropriately for age and intelligence because of learning disabilities.

There are a number of older children at K.A.S. who suffer a complication of learning and emotional difficulties as a consequence of internalization of feelings of failure, frustration with own ability to teach self, guilt from failure to succeed academically and begin to control own destiny.

Now we are at the point of discussing Learning Disabilities as I see them. Being Learning Disabled is not being a bad reader or a bad speller or a "my mother says I'm dyslexic." Reading, Spelling and other tasks can be used as indicators or symptoms of some underlying Learning Disability, but they are never in fact the Learning Disability itself. Learning Disabilities are concerned with how a person goes about his learning, not about specific learning tasks which he or she has already succeeded or failed at performing.

How do we learn? We can learn through:-

1. What we take in through our senses, through what we see, what we hear, what we touch, what we smell and what we taste. We gather information from our world through these senses.

2. We learn through integration. We co-ordinate what our different senses tell us about our outside world.

3. We learn through memory. We relate new experiences and sensations to old ones. Thoughts and actions are reinforced, either positively or negatively.

4. We learn by organization. We take the integration of new and remembered sensations and organize them into new thoughts and actions.

5. We learn through action. By doing, we further imprint new information through our senses into our memories. Thus we become ready to accept and accommodate further new information.

6. Emotions - accepting what we learn.

7. We build Through These learnings = concepts That we can use in building further learning and understanding

Learning disabled childrer may have their learning impeded at the sensory level through difficulties in discrimination (input), attention span, sequencing of images, etc., in the integration of new sensory information into the fund of sensory memories, in relating information from one sense to another, in the expression of thoughts images, sensory impressions and ideas or any combination of difficulties in the Input-Integration-Output model. This child does not learn skill and build new learning from old efficiently and effectively. He is not able to propel or control his own learning.

In the traditional school the Learning Disabled child fails at his work; he generally identifies himself as a failure. At K.A.S.

this child finds success in many facets of his daily community. He functions successfully and is a vibrant and vital member of the community; he identifies himself as a success.

Let us consider now two children with severe Learning Disabilities. "Jane" is an attractive twelve year old girl. She is the middle child in her family; she has a 14 year old sister and an 11 year old brother. Her parents are hard-working, well-educated and intelligent people. Her father is a newspaper journalist, her mother a science teacher at a local state school. Jane has been at K.A.S. since the age of 7 She is an active and spirited member of her form, a great help to younger children, a fine actress, a responsible storekeeper. In fact, Jane is quite a mature twelve year old most of the time. She is the youngest member of her form, where the mean age is just over thirteen.

Jane was unable to read words of greater than three letters and could not write any but the most rudimentary words with success when she began the Learning Disabilities programme last year. In previous years she had managed always to manoeuvre herself away from language tasks and tasks requiring organized behaviour and memorization or quick recognition of relationships. Consequently she did not learn to read, to write or to perform mathematical calculations in the lower school. Instead she cheerily learned many tasks and modes of expression that most of us either gain at a later age or not at all. She was expressive and creative in her storytelling and acting and generally both open and sensitive to others.

Unfortunately, her failure at academics was taken as her difficulty and not see as a symptom of her difficulty. So Jane got extra reading lessons with a small group of children who also were failing to master reading in the larger group. And she learned a little bit of reading.

Jane's difficulties involve memory, spatial and temporal relationships, sequencing, automatic transfer and reproduction (output through different senses). she was not reading because she was unsure of the symbols used for reading, she was unclear about relationships of sounds to symbols, she had difficulty discriminating some of the sounds necessary to spoken and written English.

Because she had difficulty relating information in space, (b - d) in time and remembering information that can be fed into a relationship, she was unable to integrate and build on new information as it was fed to her.

As Jane turned eleven and then twelve, she saw her friends using their learning tools and skills to acquire and reach for new levels of expression and creativity. In Drama they moved towards play-writing and production; there were parts to be learned. Poetry and stories were based on or compared to ones the children had read. All subjects were more and more dependent on previously explored learning. Jane was not coping. She got further involved in keeping the tuck shop, helping with charity collections, arranging props and costumes for plays. She began to feel unhappy though as she felt the gap widen between her lack of academic competence and the competence of those around her. She began to avoid learning new things altogether and finally said: "School work is just plain boring."

In Jane's supportive programme this year and last, she has received both individual and small group assistance in organizing her learning behaviour and in learning in the specific areas where her handicaps have held her back. Her programme has been planned so as to constantly reinforce the input and integration of new information.

Her memory is being built up through a series of increasingly difficult and more taxing games and assignments. Her creativity is being used in her making tapes of her thoughts and conclusions. She recently made a well-presented and organized tape on "Animals in India, and their Relationship to Indian Life" to fulfil a geography assignment.

Jane is happier again. She is getting a firm grasp on her disabilities and is coming to understand them. In time she will be mistress of them. Her growing competence is salving her weakened confidence in her ability to learn.

Andrew is an appealing, if somewhat boistrous, fourteen year old boy in the same form as Jane. He is the second of two sons of a surgeon and a neurologist. He is the oldest member of the class.

Andrew is a highly intelligent boy who has passionate interests in all types of animal life and particularly in animal breeding and farming. He works afternoons after school at a local dairy; on Sundays he assists at a nearby piggery. Also he delivers a large paper route before school from 5.30 to 8.00 each morning.

Andrew was new to K.A.S. at the top of the Junior School. His parents enrolled him after his failure at several academic prep. schools and his outgrowing of a very small group tutorial situation. It was his parents hope that he would be able to mature socially and develop as far as possible academically at K.A.S.

Andrew grew quickly to make a loud and unhappy nuisance of himself at school. He was loved and abhorred by almost everyone, including himself. No one, least of all himself, had any control over his daily life at school.

Andrew announced that he hated school. He shouted vehemently that K.A.S. was a bad school, where no-one could learn anything and

where the teachers taught nothing.

Andrew's needs, as he saw them, were to pass three "O" level examinations in order to be accepted at agricultural college. K.A.S. was not, in his opinion, helping him to meet these needs.

Teachers saw Andrew as a boistrous, but not troublesome person. He was scatterbrained in his approach to any kind of work; few people could understand how Andrew was any help to anyone on his farm jobs outside of school.

One of Andrew's handicaps in successful learning is a function of his hyperactivity. This boy is a powerhouse of action from five each morning till ten or eleven or even later each evening. His body and mind are in constant motion. He is a bit like someone caught on the edge of a wave, hurtling along at fantastic speed and moving forward and around and back with incredible force; yet he has no control; he is at the mercy of the wave. Now - the successful learner and the successful surfer can see an energy before them, can assess it, and then harness it for their own purposes. Andrew cannot get hold of his own energy at school. In the farm situation he is successful where the tasks to be performed are purposeful, routine and presented by the farmer in charge of the situation. At K.A.S. great stock is placed in the development of self-discipline and self-regulation, but there is little help or insight available for those who cannot independently develop this attribute from the observation of others in the community.

Andrew is another person who needs to be taught what he cannot learn on his own. He cries out for help in building structures that will allow him the freedom to progress in his learning. The programme set up for Andrew is one which gives him constant feedback about changes in his approach to work, ordering of his thoughts, effects of his actions

on himself and others, progress in his mastery of agreed upon units of information or instruction. My assistant, Jane Waterfield, who works with Andrew daily, accepts his current need for structures to support and secure him; she builds each lesson so that some new information about a subject, about learning, or about himself is realized by the end of the lesson. She makes certain that, as much as possible, Andrew goes out of a lesson with a sense of success and mastery at his jobs during his lesson. Also she gives clear negative feedback when it is warranted; Andrew finds this comforting, too. He appreciates and verbalizes his appreciation for this feedback which gives him a sense of security and fulfils his need for external assessment of his ability, work and progress. To people who can philosophically state: "Only what you think about yourself is relevant," Andrew will emphatically state: "But it does matter to me what you think of what I do." He needs to use others as his measuring tools in building a deeper perception of himself. Andrew is a bit like a model kit, packed out with magnificent and shiny new bits and pieces; for all the precision in their making, the bits cannot put themselves together.

The Learning Disabilities Programme at K.A.S. is a new one. It began just over a year ago. Children in the programme are timetabled for individual or small group sessions against French in the first instance - as most Learning Disabled children only compound their failures by taking on a foreign language before they have mastered and controlled their own. Children whose Learning Disability might not impede their learning of French take French and are timetabled for help with their listening, organizational or other skills in a manner designed to keep them up to date in all of their subjects. They are scheduled out of quiet room, or subjects that they have no interest in or need for; this will vary from child to child.

Communication between the Learning Disability tutors, subject teachers and parents is frequent and generally open. Most subject teachers are happy to have their chosen textbooks analyzed in terms of readability and presentation. This can lead to textbook changes for an entire class or to selection of subject books at an appropriate reading age for a particular child. Subject teachers are mostly willing to receive and listen to tapes in place of written work, where writing skill is limiting a child's expression of his or her concerns and conclusions. Most teachers are willing to have their informational lessons taped for later study. Accommodation to individual needs is great where the needs are understood.

The Physical Education Department recognizes the physical difficulties of some Learning Disabled children. They are working twice weekly with a group of these children on skills of balance, co-ordination, directionality and other motor skills which reinforce the child's self image through development of a clearer body image.

Parents are invited into school for individual conference with a tutor, for group conferences with a number of staff who work with their child, for family conferences where the child is a member of the meeting and for a seminar entitled simply "Learning Disabled Children." The seminar meets one morning each month; there is a speaker concerned with some aspect of learning or personality growth, there is a question session which is geared to serve both as an informational type and as an open-forum for discussion of parents' hopes and fears for their children, and there is coffee.

In conclusion let me say something which has been said a thousand times before. There is no right system of education for everyone. The progressive system serves best those able, creative, secure, organized individuals we all dream of being. It is good for children

and teachers alike because school is for most of us and for most of the time a happy experience.

But happiness, the great cry of the progressivists, is not enough. Happiness is a state of mind which comes about through growing, changing, and progressing in both confidence and competence. For those who cannot provide and build their own structures, we must be ready, willing and able to show them how to fit the bits of the model together and how to harness the wave.